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ABSTRACT

Goal setting is a motivational technique effective in many subject matter areas with students of various grades and abilities. This paper describes the use of individual goal-setting conferences to increase learning in various subject matter areas. The technique includes a weekly individual conference in which the student is given the opportunity to demonstrate mastery of his previous week's goals and then assisted in choosing new goals from a prepared goal checklist. The conference procedures provide for the planned application of specific motivational principles. The program then attempts to increase the student's rate of skill mastery by raising his motivational level. Chapters outline the steps necessary to insure successful preconference planning, including suggestions for specifying goals toward which children might choose to work, for selecting children to take part in the program, for implementing motivational principles during the conferences, and for evaluating the effectiveness of the goal-setting program. (TA)

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INDIVIDUALLY GUIDED MOTIVATION:

SETTING INDIVIDUAL GOALS FOR LEARNING

By Kaye Rendfrey, Dorothy A. Frayer, Mary R. Quilling

Report from the Project on Situational Variables
and Efficiency of Concept Learning
Herbert J. Klausmeier, Principal Investigator

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I

INTRODUCTION

Overview

You are undoubtedly already well aware of the effect of motivation on learning. As educators you are aware of the many factors affecting a child's motivational level. You know that enthusiasm is infectious and that children often motivate each other. You know that an adult's individual attention and praise often serve to motivate a student. You also know that a child's self-concept greatly affects his efforts in a particular area. For example, you can probably think of at least one student whose negative feelings concerning his ability to learn math have kept him from progressing in that area. In other words, many factors influence a child's motivational level and you can help effect a positive change in that level.

Because your school days are busy, you may find it difficult to find time to make use of motivational techniques. To insure that time is available, specific motivational activities should be an integral part of your total instructional program.

Motivational activities should be planned to meet the various motivational needs of the students just as a child's reading or math instruction should be based on his skill strengths and weaknesses. Think of the children you are teaching now. Can you identify several students who don't seem to be making the progress of which they are capable? Who do not

possess socially desirable attitudes? Who rarely take a book home? Or who work only when given individual attention? You probably would have no difficulty identifying students who exhibit these and other behaviors indicative of a low motivational level in a particular area.

Aware of the varying motivational needs of students, the Wisconsin Research and Development Center has developed a system of individually guided motivation consisting of four specific activities designed to motivate students to learn subject matter material as well as prosocial attitudes and behaviors.

(1) Individual Conference to Promote Independent Reading

(2) Individual Goal-Setting Conference Related to Subject Matter Learning

(3) Small Group Conferences to Encourage Prosocial Behavior

(4) Individual Tutoring of Younger Students by Older Students

Though each of these activities varies in its specific intent, each is designed to increase the motivational level of the students by providing for the planned application of such motivational principles as feedback, reinforcement, goal setting, and reasoning.[1]

A film which gives an overview of the system of individually guided motivation is available. More detailed information is provided for each of the four programs by inservice packages, each including a film demonstrating the motivational activity and a practical paper giving guidelines for implementation. Each practical paper provides suggestions for determining specific behavioral objectives for the particular program, an outline of the motivational procedures on which the program is based,

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[1] A more complete description of motivational principles and their applications may be found in Klausmeier, H. J., and Ripple, R. Learning and Human Abilities: Educational Psychology. New York: Harper & Row, 3rd ed., 1971, Ch. 9.

a description of the activities incorporating these principles, and suggestions for evaluating the program.

This paper will describe the use of individual goal-setting conferences to increase learning in various subject matter areas. The technique includes a weekly individual conference where a student is given an opportunity to demonstrate mastery of his previous week's goals and then assisted in choosing new goals from a prepared goal checklist. The conference procedures provide for the planned application of specific motivational principles. The program, then, attempts to increase the student's rate of skill mastery by raising his motivational level.

What Does Research Say?

The procedures outlined in this paper are based on those tested and found to be effective by Kennedy (1968) and Gaa (1970). Kennedy found weekly, individual conferences to be an effective motivational technique in math. In addition, she found that students learned more when specific goals were set than when the students were just encouraged to do their best. Gaa found that goal-setting conferences were effective in increasing the students' rate of reading skill development. He also learned that as a result of the conferences the students tended to set more realistic goals. Due to the favorable results of these studies, many of the same procedures are incorporated in the suggestions in this paper. For example, it is suggested that the conference be held weekly, that specific goal checklists be prepared, and that students be given guidance in selecting realistic goals.

What Information can I Obtain from the Remainder of this Paper?

This brief introduction to goal setting conferences as a motivational technique may have raised many questions. Perhaps you have wondered "Which students will benefit most?" "How do I write the goal checklists?"

or "How do I learn to conduct the conferences?" Even though the program is flexible and can be adapted to your particular school situation, there are some specific points that should be considered before implementing the goal-setting conferences. The following chapters will outline the steps necessary to insure successful preconference planning. Suggestions will be given for specifying goals toward which children might choose to work, selecting children to take part in the program, implementing motivational principles during the conferences, and evaluating the effectiveness of the goal-setting program.

EXERCISE

Before reading any further, take the pretest found at the end of this paper. After taking the test, refer to the answer key and guidelines included with the tests. This will give you an idea of the areas that you need to consider most carefully. You will take the posttest after you have read this paper and viewed the accompanying film.

II

PRECONFERENCE PLANNING

Goal setting is a motivational technique which is effective in many subject matter areas and with students of various grade and ability levels. However, the success of goal-setting conferences is determined in large part by the extent of the preconference planning and preparation. Thus, it is important that you:

(1) Learn to conduct conferences which implement the motivational techniques of focusing attention, setting goals, providing feedback, and giving praise.

(2) Select the subject matter area in which goal setting will be used and develop specific goals for the next unit of study within that area.

(3) Identify students whose progress in the selected subject matter area suggests a lack of motivation.

(4) Schedule goal-setting conferences on a regular basis with students who have been identified as lacking motivation.

(5) Plan for continuous evaluation of both the program implementation and the effects of the program.

Learning to Conduct Conferences

The first step in learning to conduct the conferences is to familiarize yourself with the motivational principles outlined in Chapter III. You should then find Chapter IV helpful in outlining the content of the conferences and in suggesting ways to implement the motivational principles during the conferences. After reading these chapters, you may

find a staff discussion helpful. You are probably already using many of the motivational principles in your daily instruction; however, you should benefit from discussing ways to effectively apply these principles during goal-setting conferences.

The film accompanying this paper shows goal-setting conferences being used to motivate children to learn reading word attack skills. It demonstrates the procedures that should be followed in conducting both the initial and follow-up conferences as well as the application of the motivational principles stressed in each.

After viewing the film and discussing the questions posed by the film narrator, you should have a better understanding of the conference procedures. However, you might find that taping and evaluating a "practice" conference will help insure your development of an effective conference technique. This is particularly true since some adaptations of the conference guidelines may be necessary to fit your particular instructional program.

Selecting a Subject Area and Specifying Goals

The main reason for choosing a particular subject area should be that students are not making as much progress as might be expected. In other words, you should select a subject area in which you feel that your students' progress is being limited by their lack of motivation. Even though you feel that goal-setting conferences might be beneficial in more than one area, you will need to focus on one subject area at a time.

Another consideration in choosing the subject matter area in which goal-setting conferences will be used is whether explicit behavioral objectives have already been identified. If behavioral objectives have

already been specified, the first step has been completed for you. Then, it becomes a matter of rewriting the objectives in children's terms and forming a list of possible goals for your students. If objectives are not already available for a subject area, you will need to allow sufficient staff time to develop them. Thus, one consideration in choosing the subject matter area in which goal-setting conferences will be used is whether objectives have already been specified or can be readily developed.

Once you have selected a subject area, refer to Chapter V for a detailed description of the steps involved in writing behavioral objectives and translating them into student goal checklists. After studying Chapter V, you may find it helpful to work with other teachers to share the responsibility of developing the goal checklists.

Identifying Students Who Will Profit From Conferences

Although any student might benefit from individual goal setting, you will probably need to limit the number of participants because of demands on time and instructional personnel. Thus, you should develop definite guidelines for choosing students to participate in the goal-setting conferences.

There is no set formula for choosing students for conferences. It will vary according to instructional program you are using. However, there are basically two ways to select students who will benefit the most from goal setting.

The first way is to look for gross evidence of lack of motivation. You might find an observation scale useful in determining the motivational level of your students. This is particularly true if a child is performing poorly in all subject matter areas and you feel that the critical factor is a

lack of motivation. An observation scale offers a systematic way of making this determination. Table 1 includes a list of behaviors indicative of the motivated student. All of these behaviors are related directly to learning and may serve as a basis for developing an observation checklists such as the one found in Table 2. This checklist is designed so that it can be used for both a pre- and post-assessment. For each of the 12 behaviors, you and other teachers who know the student can rate him from 1 to 5 according to the rating scale included on the checklist.

The information obtained from observations might be even more beneficial if used in conjunction with a student inventory. Such questions as "What do you like to study most?" and "What do you like to study least?" should offer meaningful insights into attitudes that affect the motivational level of the student. In addition, parents are often aware of behaviors and reactions at home that reflect the level of motivation of their children in particular areas.

The second way of selecting conference participants is to consider an indirect measure of motivational level--recent gain in student achievement. This may be done either by keeping a record of the student's rate of skill mastery or by repeated administration of achievement tests.

If you decide to use rate of skill mastery as a criterion for selecting students, you will need to identify specific behavioral objectives, test for the mastery of the behavior, and keep a record of the skill mastery. If you are already using an objective-based program such as the Wisconsin Design for Reading Skill Development, your task is greatly simplified. Otherwise you will have to identify your objectives, establish a minimum level of skill mastery, and test for the mastery of the objective. Thus,

Table 1

Behaviors Indicative of Motivation

A. The student starts promptly and completes self-, teacher-, or group-assigned tasks that together comprise the minimum requirements related to various curriculum areas:

1. Attends to the teacher and other situational elements when attention is required.
2. Begins tasks promptly.
3. Seeks feedback concerning performance on tasks.
4. Returns to tasks voluntarily after interruption or initial lack of progress.
5. Persists at tasks until completed.

B. The student assumes responsibility for learning more than the minimum requirements without teacher guidance during school hours and outside school hours. In addition to Behaviors 1-5, the student:

6. Continues working when the teacher leaves the room.
7. Does additional work during school hours.
8. Works on school-related activities outside school hours.
9. Identifies activities that are relevant for class projects.
10. Seeks suggestions for going beyond minimum amount or quality of work.

Adapted from: Klausmeier, Schwenn, & Lamal, 1970, p. 5.

Table 2

Observation Checklist

Name of Pupil _____ Sex: M ____ F ____ Age _____

Date of Initial Assessment _____ Date of Final Assessment _____

Put an x under column 1 if the student always has to be told to do the job.
Put an x under column 2 if the student usually has to be told to do the job.
Put an x under column 3 if the student sometimes has to be told to do the job.
Put an x under column 4 if the student does the job himself.
Put an x under column 5 if the student always does the job himself.

	INITIAL					FINAL				
	1	2	3	4	5	1	2	3	4	5
1. Listens to teacher.										
2. Begins task promptly.										
3. Corrects mistakes.										
4. Works to task completion.										
5. Works after teacher leaves room.										
6. Works after failure.										
7. Engages in learning activities in free time.										
8. Arrives at class on time.										
9. Seeks independent work.										
10. Participates in class projects.										
11. Asks inquiry questions.										
12. Follows directions.										

Adapted from: Sorenson, Schwenn, & Bavry, 1970, p. 7.

this method will require at least four to six weeks in order to keep a record of a student's progress and determine his rate of skill mastery.

Another way of determining gain in student achievement is to compare a student's performance on tests given at different times. Commercial achievement tests, teacher-made diagnostic tests, or informal techniques may be used. There are advantages and disadvantages to each. There is danger in placing too much weight on achievement test scores. The accuracy of individual scores as well as the content validity of the test should be examined before considering this measure. However, if a test is chosen with care, you can determine student growth by comparing scores on tests given over a period of time. Teacher-made diagnostic tests, if designed to cover a range of skills, might be helpful. For example, a math test might be designed to test simple addition skills starting with one-digit numbers and progressing to multi-digit numbers requiring regrouping skills. Repeated administration of a test of this type can help you identify students who have not mastered particular skills. By examining your instructional program and using other forms of informal evaluation, you can determine which students have not made the progress expected of a student at that particular grade and ability level.

Although any student would benefit from the individual attention and instruction received in the conferences, you may find it necessary to limit the program to those students most in need. In that case you may find it helpful to use a combination of the selection techniques. For example, after you have identified students who are not progressing at the rate at which they are capable, you might then limit this group by choosing only those who were rated 3 or lower on a predetermined number of the behaviors on the observation checklist.

Another way to limit the number of students is to list them in order of need as indicated by your method of selection. After you have decided how many students you can handle effectively you will need to establish a cut-off point, i.e., less than one month's gain on an achievement test over a six-month period.

The basis for selecting students will vary with the subject matter and the records available. The objective, however, is the same--to choose students most in need of motivation in that subject area.

Scheduling Conferences

You should schedule conferences on a regular weekly basis. This permits your students to set goals for a short period of time and receive frequent praise and feedback. It also insures that you do not overlook any of the conferences in your busy school schedule. The length of each conference will vary somewhat; however, the average length will be about ten minutes.

Finding time for meeting individually with students will require co-operation among the teachers and aides implementing the program. For example, one teacher might take a group as large as 60 and plan an activity appropriate for large group instruction, thus freeing another teacher for conducting conferences. Also, instructional aides might monitor a large group activity while you conduct conferences. Another possibility would be for your librarian or IMC director to free you to conduct several conferences while he works with the remainder of your group. The arrangements may vary; however, it is important that you are freed from monitoring your class while you conduct your conferences.

If you are able to arrange a time when you are free from classroom responsibilities, you will be better able to arrange a special place for the conferences where you will not be interrupted constantly. It would be ideal if you could have access to a small private room or to a quiet hallway. However, you can also create privacy where it is seemingly unavailable by the use of a screen or a partition. Although the exact location will vary from school to school, it is important to establish a regular meeting place that adds to the "specialness" of having an individual conference.

Evaluating the Program

The evaluation of your program should be directed both to program implementation and to program effectiveness. Consideration should be given this aspect of the program in the preplanning stage since it should be an on-going process. Chapter VI outlines many procedures which you might find beneficial.

Summary

Before the conference program is initiated, some planning and preparation is necessary. First, each staff member who will conduct conferences should become thoroughly familiar with the motivational principles which underlie the conferences. Second, a subject matter area should be identified and goals written. These goals should be quite specific to permit the child to attain them in a short period of time. Third, students should be identified whose motivation is apparently low in that subject area. Finally, a regular time and private location should be set aside for the conferences. This planning will assure an effective conference program

and is, therefore, time well spent. Table 3 gives a checklist of the steps necessary in planning. After you have read this paper, refer to this checklist as you make plans for implementing the conferences.

Table 3

CHECKLIST FOR PRECONFERENCE PLANNING

____ 1. Have I chosen a subject area in which I can implement the use of goal-setting conferences?

____ 2. Have I identified the major instructional objectives to be considered in the content area chosen?

____ 3. Have I broken the skills down into behaviors that can be demonstrated by the student?

____ 4. Have I written them in language appropriate for the student so that the list of behaviors can be used as a goal checklist by the student?

____ 5. Have I determined how to identify students who are most in need of goal-setting conferences?

____ 6. Have I planned for the scheduling of the conferences?

____ 7. Have I identified a suitable meeting place?

____ 8. Am I familiar with the motivational principles involved (i.e., as indicated by the tests)?

____ 9. Do I understand how to implement the principles during conferences?

____10. Am I prepared to follow the necessary steps in conducting a conference?

____11. Have I developed a method of keeping a record of the student's progress?

____12. Have I made plans for determining individual student progress?

III

MOTIVATIONAL PRINCIPLES USED IN THE GOAL-SETTING CONFERENCES

The success of the goal-setting conferences depends in large part on the successful application of four motivational principles: focusing attention, goal setting, feedback and reinforcement. These motivational techniques are to some extent inherent in the structure of the conferences. It is important, however, that you have a thorough understanding of each before reading the chapter outlining the conference procedures.

Focusing Attention on Important Objectives

Since it is necessary for you to define specific behavioral objectives in order to develop the student goal checklists, you will have examined the structure of the subject matter content. There is a definite advantage in this, both to you and your students. You become more aware of the specific skills to be taught so that you are better able to choose appropriate materials for instruction and evaluate your students' progress. At the same time, the student has a better idea of what is expected of him in terms of the behaviors to be learned. This will help the child get the most benefit from each day's instruction, since he will be more aware of the purpose of each lesson. It should also guide the child in choosing meaningful activities when he is allowed to do independent work.

In addition to helping the child understand what is to be learned, you are better able in the one-to-one situation to appeal to individual interests and learning styles. In an individual conference you also have the opportunity to help each student relate the skills to be learned to known skills and to develop an understanding of the need for learning the particular behaviors. All of this makes it possible for the student to select realistic goals and become more self-directed in his attempts to master them.

Goal Setting

The process of setting goals provides the opportunity for two motivational factors to come into play--a commitment to learn and increased self-esteem. By setting goals, a student agrees to attempt to master certain skills and thus makes an informal commitment. In the beginning, however, you will need to help the student understand the goal-setting process and to feel a commitment toward the goals set. It is important that you offer the encouragement necessary in order to help the students internalize the goals but not feel pressured or threatened. This is crucial particularly for students who have experienced failure with many school-related experiences. Their success with goal setting will depend in part on your help in building confidence necessary for learning.

Success in goal setting can then serve to increase self-esteem. With proper guidance in setting realistic goals, the student soon develops more confidence in his ability to learn. Because self-esteem can be an important motivational factor, you are urged to help the student set goals within his reach and make the conference a rewarding experience.

Feedback

Providing the student with feedback concerning the mastery of his goals and his progress in learning skills is an integral part of the goal-setting procedures outlined in this paper. You are already aware of the importance of providing immediate feedback. However, in the normal classroom setting this is often impossible. Many times the unmotivated are not participants in class discussions and thus must wait for feedback concerning their written work. Yet we know that without the identification of correct responses and the correction of errors or inappropriate responses, the student cannot improve his performance. This program, then, provides the opportunity for the student to demonstrate the skills mastered and receive immediate feedback on an individual basis. By allowing for this in the goal-setting conferences, the potential for the use of reinforcement is greatly increased.

Reinforcement

Praising a child warmly when he demonstrates mastery of a particular skill tends to strengthen the desire for additional progress. This is particularly true for poor students who may receive little or no positive reinforcement for their behaviors in school.

The goal-setting conferences provide a situation where each child is rewarded for his accomplishments regularly. The one-to-one conference allows you to structure a situation where you are able to assist the child in selecting realistic goals and reward him on an individual basis. This is facilitated by the use of a goal-setting checklist where the skills are broken into many subskills and listed in order of difficulty. Using this procedure, you are structuring a situation where each child is able to

perform some behaviors and thereby receive some praise. In addition, you might offer the child the opportunity to choose a degree of skill mastery when he chooses his weekly goal. Again, it is important that you emphasize those behaviors which can be performed even at a minimal level rather than concentrate on the fact that some behaviors have not been completely mastered. By doing this, your students will learn to perceive the conferences and the content being studied as rewarding.

Thus, in the initial conference, you should attempt to focus the attention of the child on the objectives you would like the child to reach. Having pointed out these objectives, help the child to set specific, realistic goals to work toward during the following week. In the follow-up conferences, you should provide feedback to the student about what he has learned and praise his accomplishments. Then, focus his attention on new objectives and assist the child in setting appropriate goals for the coming week.

EXERCISES

React to the following situation and discuss the questions accompanying it:

Jeff was chosen to participate in the goal-setting conference because of his lack of progress in math over the last several months. At his third conference last week, he set two goals: (1) to be able to demonstrate with objects the meaning of number sentences such as 7 x 2, 7 x 3, etc. and (2) to be able to tell quickly how many are in 7 groups of 1, 2, 3, 4, 5, 6, 7, 8 and 9. At this week's conference, Jeff demonstrated his mastery of the first goal, but was only able to respond to 5 of the 9 number sentences presented to him. However, he was able to find the answers by adding or using objects. How would you provide feedback and reinforcement for Jeff? What could you do to structure the situation so that Jeff receives more praise at the next conference?

IV

PROCEDURES FOR INDIVIDUAL GOAL-SETTING CONFERENCES

This program advocates the use of individual goal-setting conferences rather than group goal setting whenever possible. By using individual conferences, you can make more effective use of feedback and reinforcement, and the problems related to setting individual goals in a group setting are eliminated. You may find it helpful, however, to explain the conferences and the goal-setting technique to groups of students to reduce the length of the initial conferences. At such a meeting you should discuss the meaning of the word goal and what it means to set a goal. Then, have the students give examples of goals that they might set. Next, relate goal-setting to the subject matter area you have chosen and explain that the students will be meeting individually with you to set goals in that area.

The content of the initial and follow-up conferences differs. As you read the following descriptions of the initial and follow-up conferences, note the similarities and the differences in the two and consider ways to relate the content of the conferences to daily classroom instruction.

Initial Conference

To begin the conference, you should explain that you will be meeting individually to try a new method for helping the student learn certain

skills. If you have already explained the meaning of goal setting in a group setting, review the concepts covered in the earlier discussion and help the child relate goal setting to personal experiences both in and out of the school setting. Use many familiar examples such as : a goal-line in football, trying to do their spelling words correctly, attempting to hit a home run, and trying to jump rope 100 times without missing.

After the child understands what it means to set a goal, relate this to the skills to be learned and show him the goal checklist that relates to those skills. Next, help the student examine the first few goals on the sheet, and give examples of the skills to be learned so that the student will be able to make a realistic selection. Now, your job is to give the student as much freedom as possible in the selection of goals. You need to reach a balance. The student needs to feel that he is setting his own goals; however, your guidance is needed so that he does not set unrealistic goals. For example, it might be a mistake to allow a student to select goals involving skills not included in the instructional program the following week. This is particularly true for the unmotivated student. If such a student meets failure with his first attempts at goal setting,he may learn to perceive the conferences as unrewarding. Thus, it might be wise to encourage students to set only a few goals initially.

After the student has selected goals for the coming week, suggest materials such as filmstrips, tapes, games, and programmed texts that he can use independently to help him master his goals. Next, make sure that the student understands that he will have an opportunity to demonstrate the skills that he learns during the week at the next conference. Explain that he will be able to see exactly which goals are mastered and to check off each mastered goal on his goal checklist. Then help the student choose new goals for the coming week.

Because the students may forget during the week what goals they have set, a goal reminder sheet can be provided. The reminder sheet may simply be a duplicate of the student's goal-setting checklist. You probably already have effective techniques for helping students remember various commitments. Perhaps you may find it beneficial to share such ideas and devise new techniques during your preplanning meetings. For example, students might tape to their desks an index card containing a copy of the week's goal or goals. Many times students respond to a technique such as tying a string around their finger as a reminder of their commitment. In addition, it might be helpful to give each student the opportunity to help devise a technique for his personal use. Students should also be encouraged to discuss their goals with their parents. Often parents want to help but have little idea of the skills needed by their child. However, with specific behavioral goals outlined on the goal checklist, the content is structured for both parents and students.

Follow-up Conference

Later goal-setting conferences differ from the first in that feedback and reinforcement are provided. Start the conference by giving the student an opportunity to tell you how he feels about his progress during the week. Then have him demonstrate the skills learned. If the goals have been written in terms of the behaviors to be demonstrated, the task is simplified. For example, for a goal such as "I will be able to listen to 3 words and pick out 2 that begin with the same sound as star.", you would simply need to read groups of three words and have the student identify those beginning with the st sound. After you have helped the student evaluate his progress, let him check off those goals mastered and praise his accomplishments.

Remember that in order for the goal-setting conferences to be effective, they must be viewed positively by the student. If a student fails to accomplish any of the goals,try to determine whether the skills were too difficult and try other techniques to help him remember his goals.

In the second part of the conference, new or additional skills to be studied during the next week should be discussed. Relate the new skills to those just learned or already possessed by the student and give examples of the skill or skills so that he has a better understanding of what behaviors are involved in learning each skill. Next, assist the student in selecting realistic goals. In order to help him become more independent in selecting his goals, have him consider the number of goals set and the number mastered the previous week. Provide suggestions of materials and activities that can be used individually to help with the mastery of the particular skills. Give him an opportunity to tell you what he did the previous week to help him master his goals. Finally, provide the student with a copy of the goal reminder sheet and remind him of his next meeting. This part of the conference, then, proceeds exactly as in the initial conference with the exception that the goal-setting checklists may cover additional material. Table 4 outlines the content of both initial and follow-up conferences.

Even though there is a structure that should be followed in each conference, the conferences will vary from teacher to teacher and from conference to conference. This is desirable. The conference content must be flexible. For example, the length of the conference, the amount of teacher guidance necessary, and the emphasis given to introducing the new skills should be affected by such factors as the child's personality, his self-concept, and the newness of the concepts to be learned.

Table 4

OUTLINE OF CONFERENCE PROCEDURES

INITIAL CONFERENCE

I. Introduction to the conference

A. Tell the child the purpose of the conference.

1. Explain to the child that you are going to try a new way of working together.

2. Tell the student that you will be meeting weekly to discuss the new skills to be learned.

B. Help the child understand what a goal is.

1. Give concrete examples.

2. Encourage the child to remember goals he has set in the past, e.g., in baseball, football, etc.

II. Goal setting

A. Discuss the subject matter to be studied during a specific period of time.

1. Help him recall what he already knows in the area.

2. Give specific examples of the skills to be learned.

B. Give examples of the types of goals that can be set to master the skills introduced.

C. Explain goal-setting sheets.

1. Help the student understand that the subject matter area has been broken down so that specific skills can be learned in small steps.

2. Help the student consider the suggested goals and decide if he wants to work on that goal.

III. Conclusion of conference

A. Provide encouragement

1. Give the child a reminder sheet and show him how to use it. Suggest other ways for helping the student remember his selected goal or goals.

2. Tell the child that you will remind him during the week of his commitment.

B. Summary

1. Remind the child of what is meant by goal setting.

2. Review the goal or goals set by the student.

3. Tell the child what will occur at the next meeting.

FOLLOW-UP CONFERENCES

I. Give the child feedback concerning skills learned.

A. Find out how the child feels about his progress.

B. Ask questions and provide opportunities for the child to demonstrate the behaviors learned.

C. Provide positive reinforcement by emphasizing even small amounts of progress.

II. Decide whether the goals set were realistic.

A. Help the child determine whether or not the goals set were accomplished. Be sure to emphasize the positive.

B. Ask the child to decide whether the goals set were realistic.

III. Set new goals

A. Review skills not mastered the previous week or, if appropriate, discuss the next skills on the goal checklist.

B. Set goals for the coming week.

C. Discuss ways the child might work to accomplish his goals.

EXERCISE

React to the following situation and discuss the questions accompanying it:

Susan is a sixth grader who, according to current records of skill progress, has mastered very few word attack skills in the last three months. At her fourth conference, Susan successfully demonstrates the mastery of all the goals she had set the previous week. After reading through the goals included on the goal checklist, she decides to select two goals related to the suffixes ful and less. Encouraged by last week's success she decides to add two goals dealing with prefixes. Realizing that Susan's skill group will not receive instruction covering prefixes during the coming week, Susan's teacher wonders if she should suggest that Susan limit her goals to those dealing with suffixes. What do you think should be done? If Susan is allowed to set the additional goals, what could be done to help her master them?

V

DEVELOPING GOAL CHECKLISTS

Research indicates that goal setting is most effective when the student sets specific and fairly difficult goals. Yet, in the classroom many topics are presented as broad, general topics for study. For example, students are often directed to learn to multiply. In order for a student to set specific goals, you must define the content objectives and determine the skills or subskills involved. These desired objectives of instruction should be expressed in terms of specific behaviors to be demonstrated by students. The objectives can then be put into a checklist from which students can select goals they would like to attain.

Listing behavioral objectives in a subject area involves stating very specifically what is often expressed only generally. For example, the objective, "I will learn to divide words into syllables" is general and does not offer a student guidance concerning what is involved in mastering the skill. However, the objective "I will be able to show where two-syllable words such as butter and rabbit are divided," is specific and small enough to serve as a motivational guide for a student. Also, since it is written in behavioral terms, the student has an understanding of what is expected of him and will be able to evaluate his own progress. The goal checklists in Appendix A offer examples of the type of behavioral objective that needs to be defined in order to implement this technique.

The goal checklists are designed to illustrate the types of objectives that might be developed for children of different ages. The checklists are written for two levels of word attack skills and are keyed into the Wisconsin Design though they could be used appropriately with almost any program. Each list includes examples of specific behaviors that would indicate a child's knowledge and understanding of various word attack skills. The lists indicate the degree of specificity that may be achieved by defining the subskills involved in learning blends and syllabication skills. Similar behaviors can be identified in mathematics--for example, goals such as "I can use objects to show the meaning of 2 x 3," or "I will be able to tell how many are in 2 groups of 3."

The objectives should be written in units small enough that mastery can be practically guaranteed. In other words, you should attempt to structure a situation where the child will achieve success and thus receive the reinforcement so needed by the unmotivated child. Research indicates that achievement increases when fairly difficult goals are set. If the goals set are too difficult for the student, however, he will fail to reach them. It is better for a child to feel the success of achieving one or more smaller goals than to meet failure trying to master an unwieldy goal. Another way of assuring the child's success would be to offer him an opportunity to choose a level of mastery for each skill. Thus, a child might agree to try to perform a given behavior "most of the time" and thus avoid an all-or-none decision. In this way, you are able to offer praise for varying degrees of proficiency.

To develop a set of objectives such as found in Appendix A, several steps are necessary:

1. Determine the content and scope of the subject matter to be studied. Checklists may include goals for a single week only or be designed to be used over a period of months.
2. Specify the overall objective of the unit of study. Once the overall objective has been specified, the more detailed objectives necessary to reach that objective may be determined.
3. Write the objectives, specifying the behaviors which indicate mastery of skills or subskills.
4. Rewrite the objectives in a format the students will be able to understand.
5. Order the goals by approximate level of difficulty. This serves to add structure for the student.

More detailed information concerning the writing of behavioral objectives may be found in Mager (1962) and McAshan (1970). Several objective-based programs exist which would be particularly well suited to the use of goal setting as a motivational device. For example, the Wisconsin Design for Reading Skill Development (Otto & Askov, 1970) currently includes a system of objectives and assessment procedures for word attack skills. Similar materials are being developed for study skills and comprehension. Also, lists of behavioral objectives are available for many subject matter areas. One source of such objectives is the Instructional Objectives Exchange (UCLA Center for the Study of Evaluation, 1970) which offers lists of objectives in such areas as reading, language arts, and math. Where objectives are already identified, it becomes simply a matter of rewriting them in the students' language or in some cases breaking them into subskills

and then rewording them. Thus, the task is greatly simplified if the content objectives are already identified.

By presenting possible goals to the student in the form of a checklist, he will be able to set specific short-term goals even though he is relatively unfamiliar with the subject matter to be studied. The behavioral goals serve as a guide for the student and provide a better understanding of the skills to be learned. Also, these checklists may be used to provide feedback to the student. At the end of the week, you can review the checklist with the student to see what goals have been attained. The checklists, then, make it possible for the student to set realistic goals and for you to provide detailed feedback concerning the attainment of those goals.

EXERCISES

Using the following criteria, decide which objectives would be most appropriate for use on a student's goal checklist:

> Is the objective written in a child's language?
>
> Does the objective include a skill or subskill that can be mastered in a week?
>
> Is the objective written in behavioral terms so that its mastery can easily be determined by observing the student demonstrate the desired behavior?

Objectives :

1. To be able to demonstrate with objects the meaning of number sentences such as 5 x 3, 5 x 4, etc.

2. To know how to use a card catalogue.

3. To be able to use long and short vowel generalizations to pronounce words.

4. To understand the rule for dividing two-syllable words containing double consonants.

5. To be able to say whether a word has a long or short vowel sound when it is read to me.

VI

EVALUATION PROCEDURES

Evaluation of the conference program has two objectives: (1) to determine whether conferences are being implemented in an effective manner, and (2) to determine which children are benefiting from goal-setting conferences.

Evaluating Program Implementation

The evaluation of your conference program should be an on-going process. This type of procedure should allow you to make changes where necessary to increase the effectiveness of the goal-setting conferences. This evaluation should include the conference procedures as well as other factors affecting the conference effectiveness, such as conference scheduling and recordkeeping.

One way to evaluate your conference procedure is to tape a conference for self-evaluation. The checklist in Table 5 would facilitate the evaluation of either an initial or follow-up conference. If one of the principles is not applied during the conference, you should consider ways to include it in the future. You might also consider ways to more fully implement some of the principles. For example, you might note that you could do more to help focus the student's attention on the objectives or to provide feedback more effectively.

Also, it would be helpful to listen to such a tape during a staff meeting and discuss ways of improving the conference. As you gain experience

Table 5

A CHECKLIST FOR EVALUATING CONFERENCE PROCEDURES

Tape either an initial or follow-up conference for evaluation. Rate the taped conference on each of the criteria listed below.

INITIAL CONFERENCE

Introduction to the Conference

1. Is the purpose of the conference made clear?

2. Is a clear explanation given for what is meant by the idea of goal-setting?

Focusing of the Student's Attention on Desired Objectives

3. Does the teacher help the student recall what he already knows before introducing something new?

4. Does the teacher give specific examples of the skills to be learned?

Goal-Setting

5. Is the child given guidance in setting realistic goals?

6. Is it clear that the child understands the goals set during the conferences?

Conclusion

7. Does the teacher provide the encouragement necessary for motivating the child to remember his selected goals?

8. Is a goal-reminder sheet provided for the child?

FOLLOW-UP CONFERENCE

Feedback

1. Is the child given an opportunity to evaluate his own progress?

2. Is the child given an opportunity to demonstrate the behaviors learned?

3. Is feedback provided for each of the goals set the previous week?

Reinforcement

4. Is reinforcement used effectively? (i.e., the teacher obviously seeks an opportunity to offer praise by rewarding effort, partial-accomplishment, etc.)

Focusing of the Student's Attention on Desired Objectives

5. Does the teacher help the student recall what he already knows before introducing something new?

6. Is an attempt made to build student interest by explaining the purpose of learning the skills?

7. Are specific examples given for the behaviors to be learned?

Goal-setting

8. Is the child given an opportunity to decide whether the goals set were realistic?

9. Is the child given sufficient help in selecting goals for the coming week?

10. Is it clear that the child understands what is expected from him for the following week?

in the conference procedures, you will be increasingly able to offer suggestions to one another based on approaches that you have found effective. Thus, it is a good idea to continue sharing experiences even after the conference program is underway.

To insure that the conference program is being implemented in a way that will maximize its success, goal checklists, scheduling, and conference conditions need to be evaluated. You need to consider such factors as whether the conferences are conflicting with activities that the students might resent missing since the student's attitude toward the conferences greatly affects his progress. A checklist to aid in this evaluation is shown in Table 6.

Evaluating Program Effectiveness

Research indicates that if goal setting conferences are carried out in the manner described in this paper, many students will increase in achievement. However, some students may not benefit from the conferences. To determine which students are benefiting from the conferences, student achievement, motivational level, and attitudes should be assessed during the conference program. This evaluation should be on-going and should include the same measures used before the conference program so that student progress during successive conference periods may be compared to student progress before the conference.

Achievement

One way of monitoring student progress is to keep a record of the number of skills mastered. For example, when the Wisconsin Design for Reading Skill Development is used, a record can be kept of the number of skills mastered during successive time periods. In this way, you can determine

Table 6

Checklist for Evaluating Conference Implementation

1. Have I held regularly scheduled weekly conferences?

2. Have I arranged a conference time that does not conflict with other student interests?

3. Have I included skills of appropriate difficulty on the student's checklist?

4. Have I been successful in helping the students devise techniques for remembering their goals during the week?

5. Have I held the conference in a place relatively free from interruptions?

6. Have I kept adequate records of student progress?

7. Have I been successful in relating the goals set in the conferences to daily classroom instruction?

8. Have I made appropriate changes in conference techniques based on an on-going evaluation?

whether the student is mastering skills at a faster rate as a result of the conferences.

Achievement may also be assessed by repeated administrations of standardized or teacher-developed tests. Standardized tests should be selected with care since the content tested may not correspond closely to that taught by the teacher. In this case, the test would not show gains in achievement even if they actually occurred. The items in teacher-developed tests, however, have not been tried out and refined. As a result they may not be a sensitive measure of change in achievement. To check whether items are doing a good job of measuring achievement, simple item-analysis procedures can be used such as those outlined in the Tests and Measurement Kit (Educational Testing Service, 1964).

In summary, there are at least two ways of evaluating changes in student achievement as a result of goal setting: (1) number of skills mastered each week, and (2) repeated administrations of a standardized or teacher-developed test relevant to the subject matter being taught.

Motivational Level

The primary objective of the goal-setting conferences is to increase student achievement by increasing motivation. Changes in a student's motivational level are perhaps most easily determined by measuring changes in his achievement level. However, if a behavior checklist such as dicussed in Chapter II is used before starting the conference program, then you might find it meaningful to re-evaluate your students to determine any changes in behavior that are indicative of increased motivation.

Attitude

Even though the main purpose of the goal-setting conferences is to increase student achievement by increasing motivation, it is also desirable that the student develop a more positive attitude toward the subject matter area. A change in attitude may actually be observed before a change in achievement level.

A simple questionnaire may be developed to reveal changes in attitude toward skills. An example of such a questionnaire is one used by Gaa (1970) which is shown in Table 7. The name of the skill being studied can be filled in for each question. A score may be derived by totaling the points for the three questions. You might find it helpful to administer such a questionnaire every two or three weeks, preferably at the end of a unit of study.

The evaluation procedures briefly outlined above are not intended to be exhaustive. They are intended to provide a basis for determining whether the program is being fully implemented and whether each student is benefiting from the conferences. If, after a reasonable period of time, certain students do not appear to be improving as a result of conferences, other motivational procedures might be tried. Suggestions for such motivational techniques are given in the paper, "A System of Individually Guided Motivation" (Klausmeier, Schwenn, & Lamal, 1970).

Table 7

ATTITUDE QUESTIONNAIRE

Name:

Date:

Put an X next to the words that tell what you think.

1. Learning about (skill) was:

____ a. Very interesting. (4 points)

____ b. Pretty interesting. (3 points)

____ c. Not very interesting. (2 points)

____ d. Not interesting at all. (1 point)

2. How much did you learn about (skill)?

____ a. A lot. (4 points)

____ b. Some (3 points)

____ c. Not much. (2 points)

____ d. Nothing (1 point)

3. Learning about (skill) was:

____ a. A lot of fun. (4 points)

____ b. Fun sometimes. (3 points)

____ c. Not much fun. (2 points)

____ d. Not fun at all. (1 point)

EXERCISE

Take the posttest provided at the end of the paper. After correcting your test, refer to the guidelines to see if there are any chapters that should be reread. If you make a satisfactory score on each section of the posttest, you have obtained the background information needed to implement the program.

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APPENDIX A

CHECKLIST FOR STUDENT-SET GOALS

STUDENT NAME _____

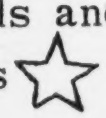
CONFERENCE TEACHER _____

GOAL SHEET

I will be able to:

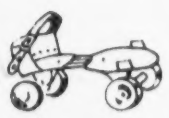
_____ tell what a "blend" is.

_____ to words and tell if 1 or 2 letters make the beginning sound.

_____ to 3 words and pick out 2 that begin with the same sound as  .

_____ to words that begin with the same sound as and say the 2 letters that are making that sound.

_____ to 3 words and pick out 2 that begin with the same sound as .

_____ to words that begin with the same sound as  and say the 2 letters that are making that sound.

_____ to 3 words and pick out 2 that begin with the same sound as .

_____ to words that begin with the same sound as and say the 2 letters that are making that sound.

_____ match the sounds st, sk, and sp to pictures of things that begin with those sounds.

Level C - Skill 3

means listen.

Student's Name _____

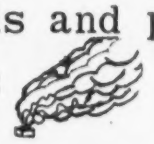
Date _____

GOAL SHEET

I will be able to:

_____ to 3 words and pick out 2 that begin with the same sound as .

_____ to words that begin with the same sound as and say the 2 letters that are making that sound.

_____ to 3 words and pick out 2 that begin with the same sound as  .

_____ to words that begin with the same sound as and say the 2 letters that are making that sound.

to 3 words and pick out 2 that begin with the same sound as .

_____ to words that begin with the same sound as and say the 2 letters that are making that sound.

_____ match the sounds <u>sn</u>, <u>sm</u>, and <u>sw</u> to pictures of things that begin with those sounds.

_____ match the letters <u>st</u>, <u>sk</u>, <u>sp</u>, <u>sn</u>, <u>sm</u>, and <u>sw</u> to pictures of things that begin with those sounds.

means listen.

Level C-Skill 3

Student's Name _____

Date _____

GOAL SHEET

Word Attack Level D - Skill 4

There are as many syllables as there are vowel sounds.

_____ I will be able to explain that a syllable is part of a word that you hear when you say a word slowly.

_____ I will be able to listen to words and say whether they have one or two syllables.

_____ I will be able to listen to words and say whether they have two or three syllables.

_____ I will be able to listen to words and say whether they have one, two, three, or more syllables.

_____ I will be able to point out the vowels and show that there is a syllable for each vowel sound in a word like cheese.

A compound word is divided between the two words.

_____ I will be able to show where compound words such as snowball, houseboat, and football are divided.

If a vowel sound is followed by two consonants, the first syllable usually ends with the first of the two consonants.

_____ I will be able to show where two-syllable words such as butter, bottom, and rabbit are divided.

_____ I will be able to pronounce words such as butter, bottom, and rabbit by first dividing them into syllables.

_____ I will be able to show where two syllable words such as object or basket are divided.

_____ I will be able to pronounce words such as object or basket by first dividing them into syllables.

When a consonant comes between two vowels, the consonant is part of the second syllable if the first vowel is long.

_____ I will be able to divide words such as pony and razor after the first vowel.

_____ I will be able to pronounce words such as pony and razor by using the long vowel sound.

When a consonant comes between two vowels the consonant is part of the first syllable if the vowel is short.

_____ If I try the long vowel sound and do not make a word I know, I will redivide the word and try the short sound (i.e. lĭl´ - y).

_____ If I try both the long and short sound for a word with one middle consonant and still do not know the word, I will be able to pronounce it by using the dictionary.

A suffix or inflected ending is divided from its base word if the vowel in it is heard. Bushes would be divided but does would not.

_____ I will be able to explain what a root or base word is.

_____ I will be able to pick out the base word in words such as played, reads, and calling.

_____ I will be able to say whether the base words are divided from their endings in words such as played, reads, and calling.

_____ I will be able to give the base word in words such as funnier, luckiest, and laziest.

_____ I will be able to divide words such as funnier, luckiest, and laziest.

_____ I will be able to give the base word in words such as gladly, brightly, and cruelly.

_____ I will be able to divide words such as gladly, brightly, and cruelly.

_____ I will be able to give the base word in words such cheerful, hopeful, and careful.

_____ I will be able to divide words such as cheerful, hopeful, and careful.

_____ I will be able to give the base word in words such as hopeless, sleepless, and restless.

_____ I will be able to divide words such as hopeless, sleepless, and restless.

A prefix is divided from its base word.

_____ I will be able to pick out the base word in a word like unhappy.

_____ I will be able to divide the prefix from the base word in words like unhappy.

_____ I will be able to tell the meaning of un- when used at the beginning of a word such as unhappy.

_____ I will be able to pick out the base word in a word like preview.

_____ I will be able to divide the prefix from the base word in words like preview.

_____ I will be able to tell the meaning of pre- when used at the beginning of a word such as preview.

APPENDIX B

PRETEST

Pretest

INDIVIDUALLY GUIDED MOTIVATION: SETTING
INDIVIDUAL GOALS FOR LEARNING

INSTRUCTION: Each question has one best answer. Select the best answer and record it on your answer sheet. If you wish to change an answer, erase the incorrect answer completely.

1. After a motivational program is designed for each child, it

   A. should be implemented in all subject areas.
   B. may be changed on the basis of evaluative feedback.
   C. should remain separate from his instructional program.
   D. should be followed exactly for at least an eight-week period.

2. Motivational procedures must be considered

   A. as an integral part of a total instructional program.
   B. separate and apart from the instructional program.
   C. as problems in behavior and learning develop.
   D. before content area objectives are identified.

3. Often, motivational procedures can best be evaluated by

   A. observing the student's playground behavior.
   B. assessing growth in the subject matter areas.
   C. use of an oral "forced-choice" test.
   D. means of paper-and-pencil motivational tests.

4. The goal of the system of individually guided motivation is

   A. to be able to manipulate a child's environment in order to control his desire to learn.
   B. to create a desire to learn and to behave in a socially acceptable way without adult control.
   C. to maintain a high level of motivation by reinforcing desired behaviors.
   D. to develop positive attitudes toward school.

5. Any reward used for motivation must

   A. bring pleasure to the student.
   B. be promised beforehand.
   C. be repeated at regular intervals.
   D. be concrete.

6. Which one of the following examples best illustrates the principle of feedback?

   A. "You've mastered 6 goals so far this month, Michael."
   B. "By next week, do you think that you can learn to identify an antonym from a list of words when you are given a word in a sentence?"
   C. "Mary, do you think that you will be able to master that goal once in a while or most of the time?"
   D. "That's good, Ann, multiplication is a short form of addition."

7. To provide feedback, a teacher should

   A. point out how well the student is able to identify rhyming words.
   B. read aloud to the student a poem with many rhyming pairs.
   C. help the child choose his next goal.
   D. praise the student for his efforts.

8. The focusing of the student's attention on desired objectives is

   A. facilitated by defining specific behavioral goals.
   B. just as effective regardless of whether general or specific goals are set.
   C. not as important in the follow-up conferences.
   D. not necessary as long as the goal sheet is written in the child's language.

9. The principle of goal setting should be used in conferences because

   A. it causes students to strive for many different goals.
   B. it gives the student a feeling of success to reach a goal.
   C. it is easier for students to determine when they are improving.
   D. it provides for verbalizations of prosocial values.

10. It is crucial that the conferences are viewed by the student as

    A. an important commitment.
    B. a special privilege.
    C. a rewarding experience.
    D. a new way to learn.

11. The purpose of giving the student an opportunity to choose a degree of skill mastery for each skill is to

    A. create interest in the goal-setting process.
    B. give the student more freedom of choice.
    C. allow for the reward of even partial accomplishment.
    D. make the selection of appropriate goals easier.

12. The conference teacher should provide reinforcement by

A. correcting inaccurate responses.
B. acknowledging correct responses.
C. helping the student choose appropriate goals for the coming week.
D. approving of the student's rate of skill mastery.

13. The length of time spent in individual conferences for each student

A. should vary with the student's interest.
B. should be predetermined.
C. averages ten minutes per week.
D. averages fifteen minutes per week.

14. Conferences generally should be held

A. regularly, twice a week.
B. regularly, once a week.
C. whenever a child wants to demonstrate skill mastery.
D. when the teacher wants to evaluate a child's progress.

15. The goal-setting portion of the follow-up conferences proceeds exactly as in the initial conferences with the exception that the

A. students do not need guidance.
B. students already have chosen their goals.
C. goal-setting checklists may cover additional materials.
D. students are expected to choose more goals.

16. Students should be chosen for conferences if they

A. are performing below grade level.
B. would benefit from individual attention.
C. are not performing as well as is expected.
D. are not ready to progress with the group.

17. Later conferences differ from the initial one in that

A. the student need not be assisted in the selection of goals.
B. feedback and reinforcement are provided.
C. providing goal-reminder sheets is less important.
D. the teacher does more of the talking.

18. Which of the following is <u>not</u> a guideline for writing goal checklists?

A. The goals should be written in the language of the students.
B. Each goal should be inclusive enough so that the list does not become unwieldy.
C. Each goal should be written in behavioral terms.
D. The goals should be listed in the order of difficulty.

19. Which of the following objectives is written in the most specific behavioral terms?

A. The child will know how to add fractions.
B. The child will learn to read orally without making too many word substitutions.
C. The child will understand the relationship between multiplication and repeated addition.
D. The child will be able to divide into syllables a list of two-syllable words such as bubble, trouble, or table.

20. Which of the following statements could best serve as a behavioral goal for a particular student?

A. By next week, I will learn how to use the dictionary.
B. By next week, I will be able to put words such as straits, strand, and strange in alphabetical order.
C. By next week, I will understand how to use a table of contents.
D. By next week, I will know how to use a legend on a road map.

21. Which of the following should <u>not</u> be a major consideration in selecting a student to participate in conferences?

A. his attitude toward a particular subject.
B. his interest in participating in the conferences.
C. his recent rate of skill development.
D. his achievement profile.

22. If a child loses his reminder sheet

A. ask another child to help him keep track of his sheet.
B. wait until the next conference and give him a new one.
C. devise another technique for helping him to remember his commitment.
D. remind him of the importance of his commitment.

23. In conducting individual goal-setting conferences, teachers should

A. concentrate on skill improvement rather than attitude.
B. reinforce positive attitudes as well as achievement.
C. strive for attitude improvement before skill mastery.
D. provide feedback on skill improvement rather than attitude change.

24. Inservice sessions for this program should be provided

A. every month throughout the school year.
B. when teachers feel that they are needed.
C. before the conferences are implemented.
D. on a regular basis.

25. The main criterion for choosing a particular content area is that

A. behavioral objectives have already been outlined.
B. the teachers in that subject area have had experience conducting conferences.
C. students in the past have found the particular area to be difficult.
D. students are not progressing in that subject as expected.

26. If a student does not attain all of his goals, the teacher should

A. remind him of what it means to set a goal.
B. consider the difficulty of the goals.
C. add them to the goals set for the next week.
D. make sure that he chooses fewer goals for the next week.

27. Students should be evaluated

A. at the end of the conferences program.
B. before the conferences are implemented.
C. regularly, after the conferences are implemented.
D. both before and after the conferences are implemented.

28. The evaluation process should include

A. conference procedures.
B. conference effectiveness.
C. individual student progress.
D. both conference procedures and effectiveness.

29. Students participating in the conferences should

A. always be allowed to select their own goals.
B. be given a choice of any goals on the checklist.
C. have guidance in selecting appropriate goals.
D. be given a choice of at least five goals from which to choose.

30. In deciding on a conference location, teachers should keep in mind that

A. students may feel scolded if taken off in a corner.
B. a private room should be provided.
C. a special place offering some privacy is preferable.
D. the location should be near the library or material center.

ANSWER KEY FOR PRETEST

1.	B	11.	C	21.	B
2.	A	12.	D	22.	C
3.	B	13.	C	23.	B
4.	B	14.	B	24.	C
5.	A	15.	C	25.	D
6.	A	16.	C	26.	B
7.	A	17.	B	27.	D
8.	A	18.	B	28.	D
9.	B	19.	D	29.	C
10.	C	20.	B	30.	C

PRETEST GUIDELINES

Items 1-5 deal with the general objectives and components of a system of individually guided motivation. If you failed to answer four of the five items, pay particular attention to Practical Paper 9 before reading this paper.

Items 6-12 deal with the theory and principles on which the goal-setting program is based. If you failed to answer five of the seven items, pay particular attention to Chapter III of this paper.

Items 13-30 deal with procedures to be followed in implementing the goal-setting conferences. If you failed to answer fourteen of the eighteen items, pay particular attention to Chapters II, IV, V, and VI of this paper.

APPENDIX C

POSTTEST

Posttest

INDIVIDUALLY GUIDED MOTIVATION: SETTING
INDIVIDUAL GOALS FOR LEARNING

INSTRUCTIONS: Each question has one best answer. Select the best answer and record it on your answer sheet. If you wish to change an answer, erase the incorrect answer completely.

1. Motivational procedures are largely evaluated by

   A. assessing progress in subject matter areas.
   B. measuring behavior changes that are indicative of motivation.
   C. administering attitude inventories.
   D. observing the student's playground behavior.

2. The goal of a system of individually guided motivation is

   A. to manipulate the child's environment so that he wants to learn.
   B. to generate and maintain a desired motivational state.
   C. to control the child's motivational level by applying sound principles of motivation.
   D. to create a desire to learn without adult control.

3. A system of individually guided motivation should be developed

   A. after the content area objectives are identified.
   B. apart from the learning of subject matter skills and concepts.
   C. as part of the total instructional program.
   D. before content area objectives are identified.

4. Which of the following is <u>not</u> one of the general objectives of a motivational system?

   A. following school policies and practices in connection with conduct
   B. learning to identify activities that are relevant for class projects
   C. conceptualizing a value system
   D. developing independence from adults

5. When a student seeks suggestions for going beyond the minimum amount or quality of work, he is demonstrating

   A. an ability to interact harmoniously with adults.
   B. a persistence to complete tasks began.
   C. the conceptualization of a value system.
   D. independence from adults in connection with motivation.

6. Reinforcement is used most effectively during the goal-setting conferences if the teacher

   A. only praises the student for goals completely mastered.
   B. uses concrete rewards as well as praise.
   C. praises partial accomplishments and varying degrees of proficiency.
   D. praises the student at the beginning of the conference.

7. Which motivational principle is illustrated in the following example?

   Teacher: "You have achieved three of the four goals that you set last week."

   A. focusing attention
   B. goal setting
   C. feedback
   D. reinforcement

8. The principle of goal setting serves to motivate students if the student

   A. sets easy goals.
   B. understands what is involved in mastering a goal.
   C. masters enough goals to feel successful.
   D. understands the commitment involved in setting a goal.

9. To provide feedback, a teacher could

   A. point out how well a pupil knows the multiplication facts.
   B. provide a student with a goal checklist.
   C. praise the student for his progress.
   D. give the student a test covering the multiplication facts.

10. Which of the following statements best illustrates the principle of reinforcement?

    Teacher:

    A. "You did a great job of pronouncing the new words in today's story."
    B. "You were able to pronounce 8 of the 10 new words in today's story."
    C. "I think you are ready to learn to divide words with more than two syllables."
    D. "It may help you to make flash cards using the new words in each story."

11. The focusing of the student's attention on desired objectives is

A. not necessary if the material is interesting.
B. not necessary as long as the goal sheet is written in the child's language.
C. an easier task in the follow-up conference.
D. more easily accomplished by using specific behavioral objectives.

12. The student should view the conferences as

A. an exciting activity.
B. a new technique for learning.
C. a rewarding experience.
D. a special privilege.

13. Conferences generally should be held

A. regularly, once a week.
B. at the beginning and end of a unit of work.
C. when a child has reached a goal.
D. when the teacher needs to evaluate a child's progress.

14. The length of the conferences should average

A. 5 minutes
B. 10 minutes
C. 15 minutes
D. 20 minutes

15. Inservice planning is necessary for

A. all teachers who have not previously conducted conferences.
B. all teachers who have not viewed the demonstration film.
C. all teachers conducting the conferences.
D. the entire school faculty.

16. The effectiveness of the conference program depends upon a teacher's

A. success in applying the various motivational principles.
B. success in following the conference outline.
C. success in explaining the goal-setting process.
D. understanding of the motivational principles.

17. Student's progress should be assessed

A. both before and after the conferences are implemented.
B. after the first implementation period so that individual progress can be determined.
C. to learn which students are ready to go on their own after individual conferences.
D. for selection of students who need individual conferences.

18. Which of the following is <u>not</u> a way of evaluating the effects of the goal-setting program?

A. a questionnaire developed to reveal changes in attitude toward a skill.
B. the number of checklist goals attained each week after the program is implemented.
C. the comparison of the number of skills mastered during successive periods.
D. the repeated administration of a test relevant to the skills covered.

19. When selecting students to be included in goal-setting conferences, teachers should choose

A. all students who have not shown recent gains in achievement.
B. a sample from all ability levels.
C. students most in need of increased motivation.
D. students who would benefit from individual attention.

20. In choosing a conference location, teachers should remember that

A. students may not want to be separated from the group.
B. most schools will not have an extra room available.
C. privacy may be created by a partition or divider.
D. the regular classroom is not a suitable place.

21. Students participating in the conferences should

A. be allowed to choose any goal on the goal checklist.
B. be given a choice of at least five goals from which to choose.
C. given complete freedom in selecting goals.
D. have guidance in order to set realistic goals.

22. Goals included on the goal checklist should be

A. both general and specific.
B. written in behavioral terms.
C. of varying difficulty levels.
D. general enough to offer challenge.

23. A goal such as "I will be able to read a road map."

A. is not written in behavioral terms.
B. is specific enough to offer guidance to elementary school children.
C. does not offer the student guidance in identifying needed subskills.
D. offers the student guidance in identifying the behaviors involved in mastering the goal.

24. The goal-setting portion of the follow-up conferences proceeds exactly as in the initial conference with the exception that

A. the students have learned to set goals without guidance.
B. the students are not expected to choose more goals.
C. the students are not expected to choose a degree of mastery for each skill.
D. the goal-setting checklist may cover additional material.

25. Later conferences differ from the initial one in that

A. the student sets more goals.
B. providing goal-reminder sheets is less important.
C. feedback and reinforcement are provided.
D. the student is able to select goals without teacher guidance.

26. During the goal-setting conferences, it is important for the teacher

A. to introduce skills of appropriate difficulty.
B. to set realistic goals for the student.
C. to concentrate on relating goal setting to all subject areas.
D. to encourage students to set only a few goals at a time.

27. A child should be able to receive some praise at each conference if

A. he chooses more than one goal.
B. the objectives are broken into many subskills.
C. the goal checklist is written in his language.
D. he is allowed to choose his own goals.

28. Which of the following objectives is written in the most specific behavioral terms.

A. To learn to use a table of contents.
B. To understand how to use a dictionary.
C. To be able to listen to a word and tell whether a vowel sound is long or short.
D. To know how to arrange words in alphabetical order.

29. The main reason for selecting a particular content area is that

A. students are not progressing at the expected rate.
B. students are having difficulty mastering the desired skills.
C. behavioral objectives have already been identified.
D. the teachers in that subject area feel that attitudes should be improved.

30. If a child fails to master a goal, the conference teacher should

A. provide an easier goal checklist.
B. make sure that he sets fewer goals next week.
C. limit the number of goals he sets for the next week.
D. examine the difficulty of the goals he failed to master.

ANSWER KEY FOR POSTTEST

1. A	11. D	21. D
2. D	12. C	22. B
3. C	13. A	23. C
4. B	14. B	24. D
5. D	15. C	25. C
6. C	16. A	26. A
7. C	17. A	27. B
8. C	18. B	28. C
9. A	19. C	29. A
10. A	20. C	30. D

POSTTEST GUIDELINES

Items 1-5 deal with the general objectives and components of a system of individually guided motivation. If you failed to answer four of the five items, reread Practical Paper 9.

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